DOCUMENT RESUME

ED 120 987 95 EA 008 163

AUTHOR McIntyre, Kenneth E.
TITLE Developing Job Descriptions. C-1 Developing a Staffing Plan, Document No. 10e, Revised. Independent Study Training Material for Professional Supervisory Competencies.
INSTITUTION Texas Education Agency, Austin.; Texas Univ., Austin. Dept. of Educational Administration.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 75
NOTE 24p.; Related documents are EC 082 599-607, EA 008 159, and EA 008 161-166

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Elementary Secondary Education; Job Analysis; *Occupational Information; *Performance Based Education; Personnel Selection; Simulation; Supervisors; Supervisory Activities; *Supervisory Training; *Training Techniques
IDENTIFIERS SEST; *Special Education Supervisor Training Project

ABSTRACT

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This training packet is intended to teach supervisors how to generate well-organized, thorough job descriptions. Given information on the budget, objectives, and operational procedures of a new project (in this training exercise, a fictitious community school), the supervisor must identify the job duties and competencies for a project director. He must write a job description for the project director of the community school based on this information. He then uses a self-evaluation checklist to evaluate the content and form of his job description. He next compares his description with the sample job description in the packet. His last task is to write a job description for a real position in a real situation. (DS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120987

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Independent Study Training Material

For

Professional Supervisory Competencies

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Ben M. Harris

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Document #10e

DEVELOPING JOB DESCRIPTIONS ©

By Kenneth E. McIntyre

With Revisions by Gwen Carter

C-1 Developing a Staffing Plan

Special Education Supervisor Training Project
Department of Educational Administration
The University of Texas at Austin
1975

EA 008 163

Copyright. All rights reserved by Ben M. Harris. Permission to reproduce can be secured. Funded by BEH/USOE(IAC) 74 75 0955 to the Texas Education Agency and College of Education, The University of Texas at Austin.

CONTENTS

Page

Preface i

Overview 1

Directions 2

Description of Situation and Task Assignment 3

Memorandum and Attachments 4

"Need for the Community School Project" 5

"General Description of the Corona Community School Project" 7

"Community School Project--Budget" 8

Task Assignment 1: Writing of Job Description 9

Self-Evaluation Checklist 10

Model of Job Description 12

Final Assessment: Writing a Real Job Description 14

Appendices: Work Sheets 15

1. Task Assignment 1 16

2. Self-Evaluation Checklist 17

3. Final Assessment 18

4. List of Independent Study Material Developed by the SEST Project 19

PREFACE

The learning packets developed by the Special Education Supervisor Training Project (SEST) at the University of Texas at Austin are competency-guided training materials keyed to selected critical competencies for professional supervisory personnel in school leadership positions. A series of ten packets, each dealing with one of twenty-four critical competencies, has been developed. A list of the items available in the series appears on the last page of this document. These packets were developed locally to meet the need for independent study material to supplement formal training and field experiences in a professional preparation program.

This learning packet is intended for inclusion in a learning laboratory containing packets and many other types of materials for use in independent study. The equipment necessary to use those materials, as well as work space, is provided in the Learning Lab to assist users in choosing material and working through it at their own pace. A complete directory of material in the Learning Lab at the University of Texas Department of Educational Administration has been published by the SEST Project under the title, A Directory of Competency-Guided Supervisory Training Materials for Independent Study.

The learning packets have undergone extensive evaluation and revision through the coordinated efforts of several people. Corine Martinez

served as compiler and editor of the series. SEST students and research assistants involved in packet evaluations were Gwen Carter, Patricia Griner, Laurie Hunt, Mary Miller, Pat Miller, and Eliseo Ruiz. Final revisions on the packets were made by Ellen Victory Bell, Gwen Carter, Sharon Guajardo, and Jim Sanders.

Appreciation is expressed to all those who devoted time to the development of various learning packets: Carol Clark (Giesecke), Joan DeLuca, Stuart DeLuca, Jane Duckett, Pat Miller, and Drs. Ben M. Harris, Billie Grace Herring, John D. King, Kenneth McIntyre, and Darryl R. Townsend.

The University of Texas at Austin

Ben M. Harris
John D. King
Project Co-Directors

OVERVIEW

Competency:

Given a new project which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions.

Objectives:

1. To write a job description for the position of Project Director based on a general description of the Project, including its major objectives and the activities that the Project Director will need to perform, and the proposed budget.

2. To write a general statement of the nature and scope of responsibilities for the Project Director.

3. To specify in the job description a list of responsibilities of the job.

4. To specify both the basic and specialized competencies that are desired in a person who will fill this position.

EVALUATION:

Upon completion of this module, the participant, given information including budget, general objectives, and operational procedures for a particular position, will be able to write a job description.

DIRECTIONS

1. Read "Description of Situation and Task Assignment," page 3.

2. Task Assignment 1: Read the "Memorandum," page 4; the attachments, pages 5-8; and the task assignment on page 9. Use the Work Sheet, page 16, for this assignment.

3. Read the Self-Evaluation Checklist, pages 10-11. Answer the questions on the Work Sheet, page 17.

4. Read "Job Description," pages 12-13.

5. Read the Final Assessment, page 14. Answer the questions on the Work Sheet, page 18.

DESCRIPTION OF SITUATION AND TASK ASSIGNMENT

Description of Situation:

You are to assume the role of Cecil Davis, a supervisor in the Corona Independent School District. Your task is to read the materials in the order presented and to follow the instructions as they appear. Although you will not have all of the information that you might want to have, do the best that you can with what you are provided.

The Corona Independent School District is located in a city of approximately 250,000 population in a southwestern state. Corona is known as a "good" city in which to live, with a relatively low cost of living, an abundance of natural beauty, and very little "dirty" industry. It is the home of a large state university and several smaller institutions of higher learning. There are the usual contrasts in socio-economic status, however. Approximately 70% of the population is White Anglo, and the remaining 30% is split about evenly between the Blacks and Mexican-Americans, who tend to be concentrated in certain identifiable regions of the city.

Garcia Elementary School serves a low-income neighborhood, enrolling between 780 and 850 students during the school year. Much of the fluctuation in enrollment is due to the movement of migrant Mexican-American workers. The student body at Garcia is, at this time, 68% Mexican-American, 24% White Anglo, and 8% Black.

Description of Task Assignment:

A. Task Assignment 1: Read the Memorandum from Leslie Roberts, Assistant Superintendent, page 4, the three enclosures, pages 5-8, and the directions for writing a job description, page 9. Write a job description on the Work Sheet, page 16.

B. Read the Self-Evaluation Checklist, pages 10-11, and answer the questions on the Work Sheet, page 17.

C. Read and study the model of the job description for a Director, Community School Project, pages 12-13.

D. Read the Final Assessment, page 14. and write a complete job description of a real job on the Work Sheet, page 18.

MEMORANDUM

February 12, 19__

To: Cecil Davis, Supervisor

From: Leslie Roberts, Assistant Superintendent

The Board of Education has given me a tentative go-ahead on the Community School Project that we have been discussing for the past several months. Final approval of the Project was postponed until the March 11 meeting of the Board. In the meantime, I would like to have you work up a job description for the position of Project Director, so that we can begin our search just as soon as the Board acts.

Attached is a statement entitled, "Need for the Community School Project," which the Advisory Committee developed and submitted last week. Also attached is a general description of the Project, including its major objectives and the activities that the Project Director will need to perform, together with the budget that we hope the Board will adopt next month.

I hope that this information is helpful to you in writing the job description.

NEED FOR THE COMMUNITY SCHOOL PROJECT

A strong program of community education is needed within the Corona Independent School District for many reasons:

1. Educators have long recognized the need to deal with the total child. Yet the child is in school less than 11% of his yearly clock hours. Dr. James Conant points out, "The community and the school are inseparable. It has been established beyond a reasonable doubt that community and family background play a large role in determining scholastic aptitude and school achievement." A multitude of compensatory educational programs which have failed to recognize this fact have found achievement gains are dissipated within a year after intervention stops. As one observer described the situation, "Many schools are like little islands set apart from the mainland of life by a deep moat of convention and tradition. Across the moat is a drawbridge which is lowered at certain periods during the day in order that the part-time inhabitants may cross over to the island in the morning and go back to the mainland at night. Why do these young people go out to the island? They go there in order to learn how to live on the mainland. After the last inhabitant of the island has left in the early afternoon, the drawbridge is raised. Janitors clean up the island and the lights go out.

   What is required is a program designed and implemented in such a way as to unify the influence of home, school, and community during an extended school day throughout the school year.

2. With travel now limited by cost and availability of gasoline, more people are looking to their own neighborhoods to find educational, recreational and social fulfillment. The prospect of immobilization and isolation (physical, intellectual, or social) poses the threat of a nearly intolerable situation for many people, energy crisis or no energy crisis. A community education program can minimize this threat. The well planned use of school facilities along community education lines can help solve the problem of getting maximum community return for the expenditure of energy.

3. Probably the most critical need is for positive and meaningful involvement of the community with the school—involvement of the people the school is attempting to serve in designing the educational programs it needs, and mobilizing the resources to make this possible. Two years ago, a survey conducted in the Garcia area revealed that more than half of the respondents felt unable to speak to school people about school affairs or had no opinion. Almost 3 out of 4 (72%) of the respondents felt their ideas and comments were not given consideration by the school or had no opinion.

4. The school is left with the fall-out of the deterioration of a sense of community, the loss of the sense of belonging, the loss of personal identity, and the lack of concern for others. Behavioral problems and disruption of learning have increased. The educational system as a system is the one remaining unit, common to all groups in our society, that can bind and pull the diverse elements within our society together and can begin working toward some positive goals--goals perceived as worthwhile by a large number of people who are willing to work together to achieve them. Developing a sense of community--a sense of belonging, working together to identify problems and seeking out solutions--is the ultimate goal of community education.

GENERAL DESCRIPTION OF THE CORONA COMMUNITY SCHOOL PROJECT

The general purpose of the Community School Project is to provide for the development of a community school model at Garcia Elementary School. It is anticipated that after a two-year period of planning, development, and testing of the model at Garcia, the model will be extended to other elementary schools serving different types of neighborhoods and eventually to all elementary schools in the district.

During the two-year period, community school concepts, activities, and techniques will be tested. Systems will be tried out for discovering, developing, and coordinating community resources as important elements in the total educational resources of the school for the solution of identified neighborhood problems. Another major purpose will be to develop a positive sense of community among the school's constituents. The people who are affected by the school will be involved in making major decisions about the school.

COMMUNITY SCHOOL PROJECT

BUDGET

Personnel		
1 Community School Project Director	$13,000	
1 Administrative Research Assistant/Secretary	5,200	
		$18,200
F.I.C.A. (Federal Income Contributions Act)--.0585		1,065
Inservice:		
5 Consultants $100 per day	500	
Travel for consultants	500	
Release time for 17 teachers, 5 days at $15 a day	1275	
Materials	225	
		2,500
Office Equipment Rental		
1 Executive desk	87	
1 Secretarial desk	124	
1 Executive chair	65	
1 Secretarial chair	30	
1 File cabinet	50	
1 Electric typewriter	200	
Telephone	330	
		886
Instructional Supplies and Equipment		
Instructional office supplies	250	
Instructional equipment	45	
Publications	150	
Duplication	40	
Data Processing	50	
		535
Travel		
In town, $20 per month, Research Admin. Assistant	230	
In town, $40 per month, Director	460	
Out of town, 4 Center for Continuing Education Workshops and 1 Flint, Mich., workshop for 2 weeks	850	
		1,540
Maintenance		
Custodial	1,750	
Usage (wax, towels)	100	
Breakage	20	
		1,870
Miscellaneous		300
	Total	26,896

TASK ASSIGNMENT 1:

WRITING OF A JOB DESCRIPTION

With this information in hand, Cecil, write a job description for the position of Project Director. Use the Work Sheet, page 16, for writing your response. Do not turn to the next section of this module until you have thoroughly thought through the requirements of this job and have listed them. After you have finished, turn to the Self-Evaluation Checklist, page 10.

SELF-EVALUATION CHECKLIST

Instructions: Read the Self-Evaluation Checklist, and answer the questions on the Work Sheet, page 17.

A. An important feature of job descriptions is a brief summary of information about the situation, the school, the school district, and the community (similar to the last two paragraphs on page 3). Although you could not be expected to provide such information as a part of this section of the module, it is highly essential in an actual job description. Did you include this information in your job description? (Yes____ No____)

B. Job descriptions should contain a general statement of the nature and scope of responsibilities. This statement should be brief--usually not more than 50 words. Did you begin your job description with such a statement? (Yes___ No___)

C. The order in which subsequent sections appear is not especially important, but the heart of the job description should be a section in which the responsibilities of the job (or essential competencies of the person holding the job) are listed. In this section, did you include the following responsiblities? Check Yes or No for each.

1. To survey the needs of the people in the community.(Yes___ No___)

2. To locate and secure materials, equipment, and facilities that might be useful in meeting the needs identified in #1 above. (Yes___ No___)

3. To identify and recruit volunteers: teachers, aides, and helpers. (Yes___ No___)

4. To make studies of the utilization of school facilities and equipment. (Yes___ No___)

5. To train Project teachers and other workers. (Yes___ No___)

6. To organize and coordinate needed training programs for people in the community, as needs are revealed in #1 above. (Yes___ No___)

7. To collect useful information concerning the Project. (Yes___ No___)

8. To disseminate information to appropriate recipients. (Yes___ No___)

9. To organize and advise a community coordinating board, which will be involved in planning and decision making concerning Project activities. (Yes___ No___)

10. To organize and execute fund raising activities. (Yes___ No___)

11. To evaluate the processes and outcomes of the Project. (Yes___ No___)

12. To project the costs of establishing and maintaining community education programs in other schools in the district. (Yes___ No___)

13. To devise a long-range implementation plan for other schools in the district. (Yes___ No___)

D. Job descriptions usually contain a statement of reporting relationships. Did you list the individuals or groups to whom the Project Director will make reports? (Yes___ No___)

E. Another section that should be included in a job description is usually entitled "Qualifications." Did you include statements on each of the following?

1. Education. (What academic degree is required? (Yes___ No___)

2. Certification. (This varies from state to state.) (Yes___ No___)

3. Experience. (What teaching experience is required, if any? Administrative experience? Other experience? (Yes___ No___)

4. Miscellaneous. (This might include such things as evidences of good health, age, sex and the like. In this module, ability to converse in Spanish would be an important qualification for the Project Director or the Administrative Research Assistant.) Yes___ No___)

F. Finally, the terms of employment should be specified. This should include such matters as length of contract, salary, etc. (Yes___ No___)

Now turn to page 12 for an example of a job description that would be appropriate for the position of Director, Community School Project.

JOB DESCRIPTION

Position: Director, Community School Project

Situation: The Corona Independent School District is located in a city of approximately 250,000 population [in a southwestern state]. Corona is known as a "good" city in which to live, with a relatively low cost of living, an abundance of natural beauty, and very little "dirty" industry. It is the home of State University, which enrolls 35,000 students, and several smaller institutions of higher learning. For the city as a whole, approximately 70% of the population is White Anglo, and the remaining 30% is split about evenly between the Blacks and Mexican-Americans, who tend to be concentrated in certain identifiable regions of the city.

Garcia Elementary School serves a low-income neighborhood, enrolling between 780 and 850 students during the school year. Much of the fluctuation in enrollment is due to the movement of migrant Mexican-American workers. The student body at Garcia is, at this time, 68% Mexican-American, 24% White Anglo, and 8% Black.

General Description of the Position: The purpose of the Community School Project is to provide for the development of a community school model at Garcia Elementary School. It is anticipated that after a two-year period of planning, development, and testing of the model at Garcia, the model will be extended to other elementary schools serving different types of neighborhoods and eventually to all elementary schools in the district.

During the two-year period, community school concepts, activities, and techniques will be tested. Systems will be tried out for discovering, developing, and coordinating community resources as important elements in the total educational resources of the school, for the solution of identified neighborhood problems. Another major purpose will be to develop a positive sense of community among the school's constituents. The people who are affected by the school will be involved in making major decisions about the school.

Responsibilities of the Project Director: The Project Director will be expected to perform the following duties:

1. To survey the needs of the people in the community.

2. To locate and secure materials, equipment, and facilities that might be useful in meeting the needs identified in #1 above.

3. To identify and recruit volunteers: teachers, aides, and helpers.

4. To make studies of the utilization of school facilities and equipment.

5. To train Project teachers and other workers.

6. To organize and coordinate needed training programs for people in the community, as needs are revealed in #1 above.

7. To collect useful information concerning the Project.

8. To disseminate information to appropriate recipients.

9. To organize and advise a community coordinating board, which will be involved in planning and decision making concerning Project activities.

10. To organize and execute fund raising activities.

11. To evaluate the processes and outcomes of the Project.

12. To project the costs of establishing and maintaining community education programs in other schools in the district.

13. To devise a long-range implementation plan for other schools in the district.

Reporting Relationships: The Project Director will report directly to the Principal of Garcia Elementary School and to the Assistant Superintendent.

Qualifications:

Education Required: Master's Degree.

Certification Required: Valid State Teaching Certificate.

Experience Required: Two or more years of teaching experience.

Miscellaneous: Must have demonstrated leadership ability, concern for the improvement of education, and ability to work with individuals of varied backgrounds.

Terms of Employement:

Contract: One-year, continuing contract; two-week paid vacation.

Salary: $13,000 first year; subsequent years according to scale.

Corona Independent School District is an Equal Opportunity Employer

FINAL ASSESSMENT:

WRITING A REAL JOB DESCRIPTION

Now that you have written a job description and examined it with respect to criteria suggested on pages 10-11, you should be able to write a fully satisfactory one that pertains to a real job that you know a lot about. As a final activity in this module, write a complete job description on the Work Sheet, page 18, of the job you now hold or recently held. If this is not feasible for you, describe some other job about which you can get the necessary information.

APPENDICES

Developing Job Descriptions

WORK SHEET: TASK ASSIGNMENT 1

Instructions: Write a job description for the Director, Community School Project, in the space below and on the back if necessary.

Respondent's Name_____Date_____
or Soc. Sec. No.

Developing Job Descriptions

WORK SHEET: SELF-EVALUATION CHECKLIST

Instructions: Check (✓) the appropriate answer below. If you have any "No" answers, turn back to the Self-Evaluation Checklist, page 10, read again the question to which you answered "No" and correct your Task Assignment 1 so that the "Yes" answer can be checked for that question.

A. Yes____ No____

B. Yes____ No____

C. 1. Yes____ No____

2. Yes____ No____

3. Yes____ No____

4. Yes____ No____

5. Yes____ No____

6. Yes____ No____

7. Yes____ No____

8. Yes____ No____

9. Yes____ No____

10. Yes____ No____

11. Yes____ No____

12. Yes____ No____

13. Yes____ No____

D. Yes____ No____

E. 1. Yes____ No____

2. Yes____ No____

3. Yes____ No____

F. Yes____ No____

Number of "Yes" answers_____

Respondent's Name_____ Date_____

or Soc. Sec. No.

Developing Job Descriptions

WORK SHEET: FINAL ASSESSMENT

Instructions: Write a job description for a real position in the space below. Compare your job description with the model on pages 12-13.

Respondent's Name or Soc. Sec. No._____ Date_____

LIST OF INDEPENDENT STUDY MATERIAL

DEVELOPED BY THE SEST PROJECT

The Delphi Technique for Curriculum Planning
A-1 Setting Instructional Goals (Document #10a)

Designing a Concept Development Unit
A-2 Designing Instructional Units (Document #10b)

Designing a Study of Available Resources
B-3 Evaluating the Utilization of Learning Resources (Document #10c)

Developing Job Descriptions
C-1 Developing a Staffing Plan (Document #10e)

Material Selection
B-1 Evaluating and Selecting Learning Materials (Document #10d)

Preparing School News Releases for the Media
G-1 Informing the Public (Document #10 h)

Selecting Personnel for a New School Program
C-2 Recruiting and Selecting Personnel (Document #10f)

Self-Instructional Module on Time Utilization
D-1 Revising Existing Structures (Document #10g)

OTHER RELATED PUBLICATIONS

A Directory of Competency-Guided Supervisory Training Materials for Independent Study (Document #9)

A Selected Bibliography for Professional Supervisory Competencies (Document #8)